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SERVICE PAPER

TRAVELING EXPERIENCES OF NEGRO CHILDREN OF LANCASTER COUNTY, VIRGINIA

Submitted by

Elsie Byrd Nickens

(B. S. in Education, Virginia State College, 1932)

In partial fulfillment of the
requirements for the degree of

MASTER OF EDUCATION

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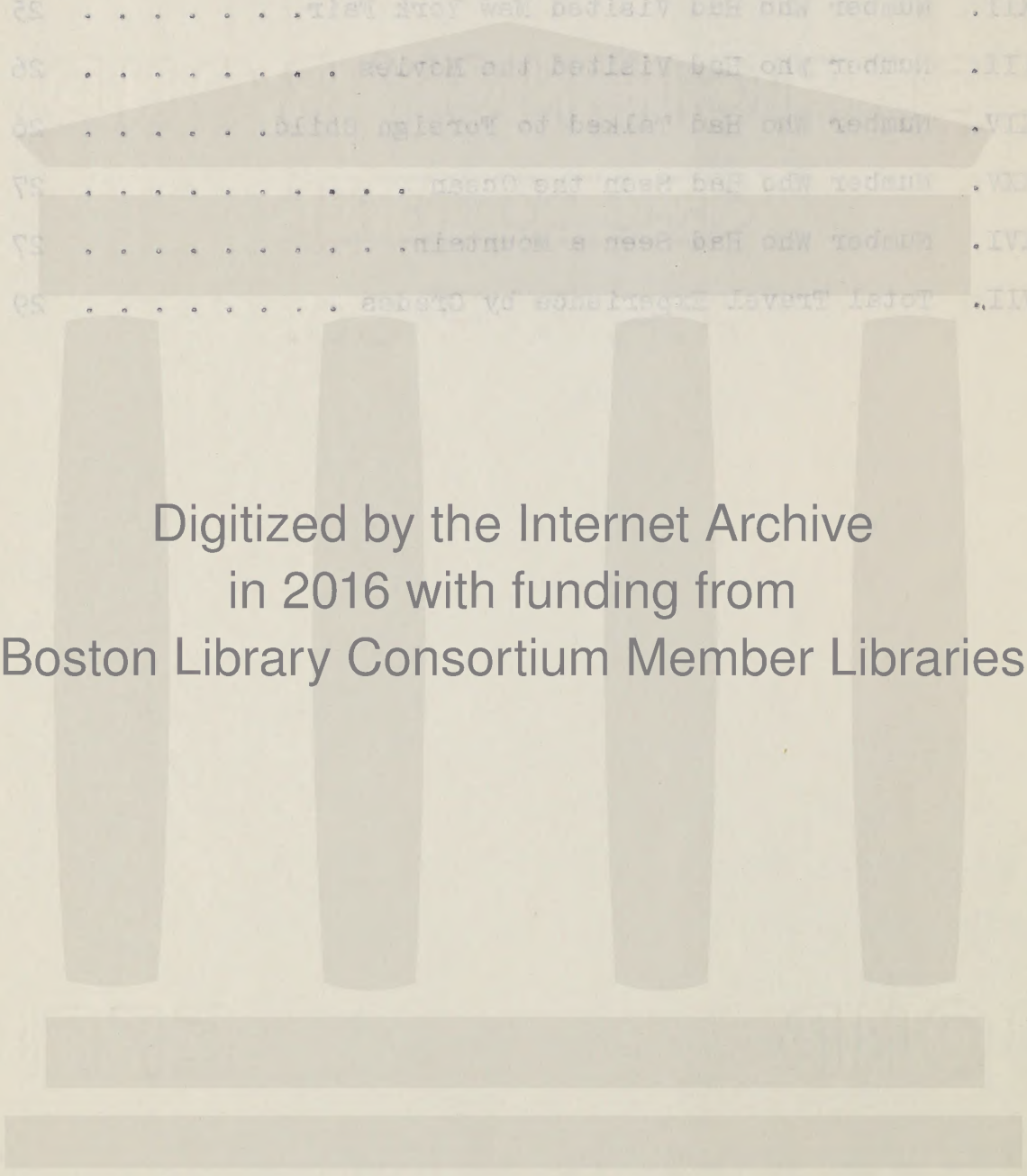

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INTRODUCTION

The purpose of this study is to investigate the travel experiences and interests of the Negro children in Lancaster County, Virginia. Travel experiences have been stressed as an important factor in the teaching of the social studies. A measurement of the effects of travel with regard to its educational value has not as yet been recorded. Most writers have concluded that travel is valuable and have encouraged it, but no attempt has been made to discover the extent of the travel experiences of any specific group of children of any given area or age. Therefore, this study will survey the travel interests and experiences of Negro children in grades four through eleven of Lancaster County, Virginia.

CHAPTER I

REVIEW OF THE LITERATURE

In reviewing the literature of writers in the field of the social studies, one readily comprehends that travel is a great asset in the lives of youth today. It is the purpose of this study to:

1. Discover the amount of travel the Negro children of Lancaster County, Virginia, have experienced.
2. Estimate some results of this travel, and
3. Discover the travel interests of the children.

In outlining a group of objectives which should be used in the study of geography, Wesley and Adams[1/] included as one of the objectives "to appreciate the value of travel."

Ross[2/] states that "Travel is the surest way to give our children realistic knowledge of what our country is and what it stands for".

Peck[3/] says,

> Show your child Washington because issues of the day, personalities, and history will come alive for him. Also, show him historic shrines in old Virginia. Include such memorable spots as Alexandria, Mount Vernon, Fredericksburg, Richmond, Jamestown, Virginia Beach, Appomattox,

1/ B. E. Wesley and M. A. Adams, Teaching Social Studies in Elementary Grades, D. C. Heath and Company, Boston, Mass., 1946, p. 115.

2/ R. C. Ross, "We Discover America," Parents Magazine, 16:32 (May, 1942).

3/ A. M. Peck, "Go West, Vacationers," Parents Magazine, 16:30-31, 88-92 (May, 1941).

the Shenandoah Valley, the Luray Caverns, Bull Run, and so back to Alexandria again.

Taba[1] adds,

> Travel has always been regarded as an important aid to international understanding. In spite of some evidence to the contrary, such as the emphasis of the returning tourists on the inadequacy of bath tubs and of sanitary facilities and on indigestibility of food, we continue to regard travel as an important means for developing understanding of other peoples.

> At the convention of the University of the State of New York, Beardsley Ruml, treasurer of R. H. Macy & Company, preached the need for "homeless" in the whole world and advocated turning "our organizing and administrative talents to the invention of a travel program for American boys and girls. . .It would be logical to provide that every boy and girl between the ages of 12 and 15, who could qualify in terms of a basic school preparation, would have five thousand miles of travel in the various parts of the United States."

Remington[2] suggests, "Travel means education as well as beneficial recreation when it gives or offers reminders of past events of our country."

Litterdale[3] answers the question,"And why is travel desirable?"

> It is the mark of an alive, receptive, explorative, spirit--the expression of an attitude of mind which, while enjoying the true, the familiar and dear, sees the desirability of new view points, wider horizons, deeper understandings and appreciations. To live in one section of the country and never know the other sections in this country, so diversified, so full of sectional interest,

---

1/ H. Taba, "Travel for Developing Tolerance," Elementary School Journal, 45:189-190 (December, 1944) p. 189.

2/ S. L. Remington, "Sights in the West", Parents Magazine, 13:11, 60-65 (April, 1938) p. 22.

3/ C. S. Litterdale, "Travel Together," Parents Magazine, 14:17 (April, 1939).

beauty, and flavor is to be deprived of one's birth right. You may make your home in a great metropolis, but if you have not seen the cotton fields of the South, the great forests of the Northwest, the canyons of Colorado, the sweep of our prairies, or the rock-ribbed coasts of New England, you are still an insular person. Once you begin to travel, your habits change. There is nothing from which children can gain more, if their travels are intelligently conducted.

Magee[1] tells how history and geography come alive when we travel.

There was the children's surprised interest in the key of the Bastille hanging in the hall at Mt. Vernon, a gift from Lafayette to Washington. The Washington and Lee families were no longer mere names in a book. . .We may all like Emily Dickinson know "how a wave must be," but nevertheless an inland child's first sight of the ocean is a breathtaking experience. . .A child through travel, finds that he is a part of a continuing race. He becomes familiar with different ways of living, both past and present, and gains a sense of values and a sense of time that will help him decide more wisely how he will live his own life.

In a statistical survey Landis and Day[2] concluded:

Those who have climbed the farthest in social status as measured by education, also have moved farthest territorially. Education stimulates ambition. Ambition makes it necessary for many especially for those from open country and small town communities where the range of occupational choices is limited, to migrate if they are to find opportunity to exercise acquired skills and interests.

Crawford and McDonald[3] say,

The educative value of travel is recognized by all. Geography well taught awakens a desire on the part of the

---

1/ C. F. Magee, "Pack up and Travel," Parents Magazine, 16:28-29, 86 (May, 1941) p. 28.

2/ K. H. Day and P. H. Landis, "Education and Distance of Migration of Youth," The Elementary School Journal, 46:200-208 (December, 1945) p. 208.

3/ C. C. Crawford and L. P. McDonald, Modern Methods of Teaching Geography, Riverside Press, Cambridge, Mass., 1929, p. 20.

pupils to go places and see things. Travel experiences of pupils are of vital importance to the teacher in her teaching of geography. If a plan could be worked out whereby each child could profit from the travels of his fellows, the interchange of experiences would be of great value. A foreign born child could relate some of his childhood experiences. There are children who have moved to the community from other sections of the country, as well as those who have taken trips for summer vacations. These experiences are a great asset in the teaching of geography. No picture is quite as satisfying as is the actual face-to-face talking with some one who actually saw the thing described. The progressive geography teacher will take advantage of every opportunity to capitalize on such travel experiences.

Thralls and Reeder[1] summarize the value of traveling by saying,

> Travel is a leisure occupation, a means of securing breadth of mind and source of pleasure. The seeing eye enables one to read the symbols written on the face of the earth in cliff, hill and mountain, in canyon, valley and river plain; in water worn and wind hewn rock. Each region has its own beauties of form, sometimes appealing and grand. If one can analyze the forms and see their life history as revealed in the contours of hill and mountain, valley and plain, these forms acquire greater meaning and greater beauty.

Curtis[2] advises,

> There is a tremendous amount of advantage for travel and education in various parts of our own country. . .It is most enriching in experience to live in different parts of our own country, to study in a college at the opposite end of America from the town in which one has been brought up, to travel as widely as possible. Don't allow children to become provincial. Remind them that it is just as provincial to believe that their own environment contains all virtues, culture and knowledge, as to think all Europeans are peasants. Help them to get out and see how other people think and feel and eat and vote and conduct their lives in general.

1/ Z. A. Thralls and H. Reeder, Geography in the Elementary School, Rand McNally Company, New York, 1931, p. 27-28.

2/ Helen Perry Curtis, "Travel is a Liberal Education," Parents Magazine, 13:20, 91 (April, 1938) p. 20.

Bass[1] states,

> The desire to visit other lands comes naturally to children as well as to grown people. Life in one place, no matter how lovely, becomes imprisoning after a time and we must break away and free our spirit. This need on the part of a child was brought to my attention, when we took our first trip to Washington, D. C. As the train pulled off, the child turned to me and exclaimed, "Just think of being somewhere else!"

Freeh[2] suggests that travel can be a living curriculum which would include Geography, History, Commerce, Nature Study, English, Home Economics, and Art. She shows how each of these may be observed on a trip from Cincinnati, Ohio, to New Haven, Connecticut.

Summarizing the facts brought out in this research, we find that traveling experiences have offered the following benefits:

1. Aids the teacher in the teaching of geography and other social studies.
2. Makes history and geography realistic.
3. Affords pleasure.
4. Increases knowledge.
5. Promotes national and international friendship.
6. Increases resources, appreciation, and removes haughtiness, arrogance and intolerance.

1/ A. N. Bass, "Take the Children to Canada," Parents Magazine, 14:34-35, 81-84 (June, 1939) p. 35.

2/ P. Freeh, "The Map That Came Alive," Instructor, LVI:59-74 (March, 1947).

7. A step towards higher positions.

8. A leisure occupation, a means of securing breadth of mind.

9. Gives willingness to respect other's opinion and to recognize points of view and standards other than one's own.

CHAPTER II

PLAN AND PROCEDURE OF THE STUDY

Since the purpose of this study is to investigate the travel experiences of the Negro children of Lancaster County, Virginia, a travel questionnaire was constructed. The questionnaire investigated the following:

1. Number of children whose families owned means of transportation.
2. Number of children who had visited certain places of interest.
3. Interests of the children in regard to travel.

The questionnaire was presented to the superintendent of schools asking permission for it to be administered in the Negro schools of Lancaster County. This permission was granted. The supervisor of schools called a meeting of the principals, at which time, instructions for administering the questionnaire were given. The principal of each school was given the copies of the questionnaire to be administered to the pupils. On February 19, 1947, each principal supervised the administration of the questionnaire in the school. Immediately afterwards, all the questionnaire were returned to the supervisor.

All the questions in parts 1 and 2 of the questionnaire required only the answer Yes or No. Part 3 of the ques-

tionnaire instructed the children to answer the questions with as few words as possible.

Since it was believed that travel will be made easier, if one owned a means of transportation, the first part of the questionnaire contained questions concerning this phase. The first three questions asked:

1. Do you own an auto?
2. Do you own a boat?
3. Do you own a truck?

The airplane was not included because there are no airplane owners in Lancaster County. The next division of part 1 of the questionnaire was concerned with different modes of transportation. It was hoped that this investigation would show whether a great use was being made of public conveyances.

The second part of the questionnaire asked questions concerning specific places the children might have traveled. In this manner, it was hoped to find out if the place visited might aid in the mastery of the social studies. Richmond was selected because it is the capital of Virginia; Williamsburg, because it is a historic city, and the original capital of Virginia. "Have you ever been out of the state of Virginia?" was asked in order to gain a knowledge of the extent of travel. Washington, D. C., is near Lancaster County, and since it is of national interest, it was desired to see how many had visited there. The question concerning the New York Fair would give an insight into travel interests of parents as well as children

because none of the children could have gone there alone. "Have you been to the movies?" was asked in order to see how many would have seen through the motion picture, places and modes of living they could not have seen otherwise. "Have you talked to a foreign child?" was asked to see how many children had the opportunity to learn about another country from a person who had lived there. "Have you seen the ocean; and a mountain?" would give some idea as to the types of land and water forms the children had seen.

The third part of the questionnaire asked questions concerning the travel interests of the children, such as, "Name a place you would like to visit and tell why." The other questions asked about the longest trip the child had taken, and what was the most interesting part of the trip.

A copy of the questionnaire is on the next page.

A QUESTIONNAIRE

TRAVELING EXPERIENCES OF NEGRO CHILDREN IN LANCASTER COUNTY

Authorized by Supt. R. E. Brann

Heathsville, Va.

Supervised by Supervisor L. B. T. Taylor

Heathsville, Va.

Answer the questions below with Yes or No.

1. Do you own an automobile? .....
2. Do you own a boat? .....
3. Do you own a truck? .....
4. Have you ever travelled by bus? ..... airplane? .....
   train? ..... street car? ..... subway? .....
   steamer? ..... automobile? ..... gasoline boat? .....

A. Have you ever been in Richmond? .....
B. Have you ever been in Williamsburg? .....
C. Have you ever been out of the state of Virginia? .....
D. Did you go to the New York World's Fair? .....
E. Have you ever been in Washington, D. C.? .....
F. Have you been to the movies? .....
G. How many times have you been since Jan. 1, 1947? .....
H. Have you ever talked to a foreign child? ..... seen the
   ocean? .....seen a mountain?.....

A QUESTIONNAIRE (continued)

Answer with as few words as possible.

a. Name a place in the world you would like to visit .....

b. Why would you like to visit there? .....

c. What is the longest trip you have made? .....

d. What was most interesting about that trip? .....

The questionnaire was administered to a total of three hundred children in seven schools. These children were in grades four through eleven.

Table I is a description of the population.

Table I shows the number of pupils who answered the questionnaire, and the distribution of these children in the seven Negro schools of Lancaster County.

TABLE I

NUMBER OF PUPILS ANSWERING THE QUESTIONNAIRE

Name of School	Girls	Boys	Total	Total Enrollment
Mt. J.	27	14	41	46
Norris	19	24	43	51
M. Point	13	17	30	32
New Lan.	9	3	12	15
Nutts.	9	17	26	30
Wright E.	22	18	40	45
Wright H.	65	43	108	111
Total	164	136	300	330

Of a total enrollment of 330 children, the questionnaire was administered to 300 children, or 91% of the total enrollment. Of the thirty children who did not answer the questionnaire, 24 were absent, and 6 were mentally unsuited for the test.

Key to Names of Schools

Mt. J.--Mt. Jean
Norris--M. E. Norris
M. Point--Merry Point
New Lan.--New Lancaster
Nutts.--Nuttsville
Wright E.--Wright Elementary
Wright H.--Wright High

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Pt. Pleasant	13	17	30	32
New Lan.	9	3	12	15
Nutts.	9	17	26	30
Wright B.	22	18	40	45
Wright H.	65	43	108	111
Total	164	136	300	330

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Key to Names of Schools

Pt. I.--Pt. Pleasant New Lan.--New Lancaster
Norris--N. Norris Nutts.--Nuttavilla
Pt. Pleasant--Derry Point Wright H.--Wright Elementary
Wright H.--Wright High

CHAPTER III

In order to analyze the travel experiences of the Negro children of the schools in Lancaster County, a questionnaire was submitted to the pupils of the Negro schools. From the results, the data were analyzed to show:

1. Number of children whose families owned a car, boat, or truck.
2. Number of children who had traveled by various means of transportation.
3. The longest distances traveled, and
4. The travel interests of the children.

Table II shows the total number of vehicles owned by the families of the children enrolled in the seven schools.

TABLE II

TOTAL NUMBER OF VEHICLES OWNED

	Car	Boat	Truck
Boys	57	51	28
Girls	66	69	41
Total	123	120	69

123 of the children's families owned cars, 120 of the families owned boats, and 69 families owned trucks. There was a total of 312 vehicles owned.

Table III shows the percentage of the families who owned vehicles.

TABLE III

PERCENTAGE OF VEHICLES OWNED

	Car	Boat	Truck
Boys	42	38	21
Girls	40	42	25
Total	41	40	23

Table III shows that 41% of the families owned cars, 40% of the families owned boats, and 23% of the families owned trucks.

Tables IV, V, and VI show the number of vehicles owned by the children in each of the seven schools.

TABLE IV

NUMBER OF AUTOMOBILES OWNED

	Mt. J	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	9	11	5	2	4	7	19
Girls	14	6	6	1	3	7	29
Total	23	17	11	3	7	14	48

The Wright High School shows the greatest number of families owning automobiles, and the Lancaster School has the smallest number.

TABLE V

NUMBER OF BOATS OWNED

	Mt. J	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	6	4	6	1	14	6	14
Girls	9	3	9	3	5	10	30
Total	15	7	15	4	19	16	44

The Wright High School shows the greatest number of families owning boats, and Lancaster School has the smallest number.

TABLE VI

NUMBER OF TRUCKS OWNED

	Mt. J	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	4	2	3	2	13	2	2
Girls	10	1	9	4	7	5	5
Total	14	3	12	6	20	7	7

The Nuttsville School has the greatest number of families owning trucks, and the Norris School has the smallest number.

Table VII shows the total travel experience of the children.

TABLE VII

TOTAL TRAVEL EXPERIENCE

	Bus	Plane	Train	St. Car	Subway	Steamer	Gas Boat	Auto
Boys	129	9	31	78	29	35	94	132
Girls	151	11	61	120	38	25	90	160
Total	280	20	92	198	67	60	184	292

Of the total of 300 children, 292 had traveled by automobile, 280 by bus, and only 20 had traveled by airplane.

Table VIII shows the number of children who had traveled by bus.

TABLE VIII

NUMBER WHO HAD TRAVELED BY BUS

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	13	23	14	3	15	18	43
Girls	25	19	9	9	8	18	63
Total	38	42	23	12	23	36	106

Of the 300 children, 280 had traveled by bus. The Wright High School had the greatest number who had traveled by bus, and Lancaster School had the smallest number. 93% of the children had traveled by bus.

Table IX shows the number of children who had traveled by airplane.

TABLE IX

NUMBER WHO HAD TRAVELED BY AIRPLANE

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	1	2	1	0	1	2	2
Girls	0	1	3	0	1	3	3
Total	1	3	4	0	2	5	5

Of the 300 children, only 20 or 7% had traveled by airplane.

Table X shows the number of children who had traveled by train.

TABLE X

NUMBER WHO HAD TRAVELED BY TRAIN

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	4	3	1	1	2	6	14
Girls	6	7	4	4	4	6	30
Total	10	10	5	5	6	12	44

Of the 300 children, 92 had traveled by train. The Wright High School had the greatest number, and Merry Point and Lancaster each had 5. 31% of the children had traveled by train.

Table XI shows the number of children who had traveled by street car.

TABLE XI

NUMBER WHO HAD TRAVELED BY STREET CAR

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	9	12	7	2	5	9	34
Girls	15	12	7	6	8	13	59
Total	24	24	14	8	13	22	93

Of the 300 children, 198 had traveled by street car. Wright High School had the greatest number, and Nuttsville School had the smallest number. 66% of the children had traveled by street car.

Table XII shows the number of children who had traveled by subway.

TABLE XII

NUMBER WHO HAD TRAVELED BY SUBWAY

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	4	3	1	0	4	5	12
Girls	3	5	3	1	4	1	21
Total	7	8	4	1	8	6	34

Of the 300 children, 68 had traveled by subway. The Wright High School had the largest number, and Lancaster School the smallest number. 23% of the children had traveled by subway.

Table XIII shows the number of children who had traveled by steamer.

TABLE XIII

NUMBER WHO HAD TRAVELED BY STEAMER

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	5	8	3	0	1	6	9
Girls	3	4	3	1	2	1	11
Total	8	12	6	1	3	7	20

Of the 300 children, only 57 had traveled by steamer. The Wright High School had the greatest number and the Lancaster School the smallest number. 19% of the children had traveled by steamer.

Table XIV shows the number of children who had traveled by gasoline boat.

TABLE XIV

NUMBER WHO HAD TRAVELED BY GASOLINE BOAT

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	9	14	9	1	12	12	37
Girls	19	8	3	3	3	10	44
Total	28	22	12	4	15	22	81

Of the 300 children, 184 had traveled by gasoline boat. The Wright High School had the greatest number, and the Lancaster School the smallest number. 61% of the children had traveled by gasoline boat.

Table XV shows the number of children who had traveled by automobile.

TABLE XV

NUMBER WHO HAD TRAVELED BY AUTOMOBILE

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	11	24	16	3	17	18	43
Girls	23	19	13	9	9	22	65
Total	34	43	29	12	26	40	108

Of the 300 children, 292 had traveled by automobile. The Wright High School had the greatest number, and the Lancaster School the smallest. 97% of the children had traveled by automobile.

Table XVI shows the total number of children who have visited the places mentioned on the questionnaire.

TABLE XVI

NUMBER WHO HAD VISITED CERTAIN PLACES

	Richmond	Williamsburg	Out of State	D. C.	N.Y.Fair	Movies
Boys	86	26	85	38	14	128
Girls	102	20	119	49	11	160
Total	188	46	204	87	25	288

Of the 300 children, 288 had been to the movies and only 25 had been to the New York Fair.

Table XVII shows the total number of children who have talked to a foreign child, have seen the ocean, and have seen a mountain.

TABLE XVII

NUMBER WHO HAVE TALKED TO FOREIGN CHILD, SEEN A MOUNTAIN, SEEN THE OCEAN

	Foreign Child	Ocean	Mountain
Boys	31	65	34
Girls	48	74	42
Total	79	139	76

Of the 300 children, 139 had seen the ocean and only 76 had seen a mountain.

Table XVIII shows the number of children who have visited Richmond, the capital of Virginia.

TABLE XVIII

NUMBER WHO HAD VISITED RICHMOND

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	8	8	8	2	10	11	39
Girls	12	11	6	7	5	8	53
Total	20	19	14	9	15	19	92

Of the 300 children, 188 had visited Richmond. Wright High School had the largest number, and Lancaster School the smallest number. 63% of the children had visited Richmond, Virginia.

Table XIX shows the number of children who have visited Williamsburg, a historic spot and the original capital of Virginia.

TABLE XIX

NUMBER WHO HAD VISITED WILLIAMSBURG

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	2	3	2	0	2	2	15
Girls	2	2	2	1	0	1	12
Total	4	5	4	1	2	3	27

Of the 300 children, 46 had visited Williamsburg. Wright High School had the largest number, and Lancaster School the smallest number. 15% of the children had visited Williamsburg, Virginia.

Table XX shows the number of children who have visited outside the state of Virginia.

TABLE XX

NUMBER WHO HAD VISITED OUTSIDE STATE OF VIRGINIA

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	10	15	8	2	4	10	36
Girls	14	10	7	5	7	15	61
Total	24	25	15	7	11	25	97

Of the 300 children, 204 had visited outside the state of Virginia. The largest number was in Wright High School, and the smallest number in Lancaster School. 68% of the children had visited outside the state of Virginia.

Table XXI shows the number of children who have visited Washington, D. C.

TABLE XXI

NUMBER WHO HAD VISITED WASHINGTON, D. C.

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	5	6	3	1	3	5	15
Girls	3	3	1	0	2	1	39
Total	8	9	4	1	5	6	54

Of the 300 children, 87 had visited Washington, D. C. The Wright High School had the greatest number and Lancaster School the smallest number. 29% of the children had visited Washington, D. C.

Table XXII shows the number of children who visited the New York Fair.

TABLE XXII

NUMBER WHO HAD VISITED NEW YORK FAIR

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	3	0	1	0	0	2	8
Girls	1	1	0	0	2	1	6
Total	4	1	1	0	2	3	14

Of the 300 children, 25 had visited the New York Fair. Wright High School had the greatest number, and Lancaster School had no child visit the Fair. 8% of the children visited the New York Fair.

Table XXIII shows the number of children who had visited the movies.

TABLE XXIII

NUMBER WHO HAD VISITED THE MOVIES

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	13	24	14	3	15	16	43
Girls	26	19	10	9	9	22	65
Total	39	43	24	12	24	38	108

Of the 300 children, 288 had been to the movies. Wright High School had the greatest number, and Lancaster the smallest number. 96% of the children had visited the movies.

Table XXIV shows the number of children who have talked to a foreign child.

TABLE XXIV

NUMBER WHO HAD TALKED TO FOREIGN CHILD

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	3	11	2	2	5	3	5
Girls	10	4	1	4	3	4	22
Total	13	15	3	6	8	7	27

Of the 300 children, 79 had talked to a foreign child. Wright High School had the largest number, and Merry Point School the smallest number. 26% of the children had talked to a foreign child.

Table XXV shows the number of children who had seen the ocean.

TABLE XXV

NUMBER WHO HAD SEEN THE OCEAN

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	8	18	0	1	3	16	19
Girls	5	14	0	1	5	13	36
Total	13	32	0	2	8	29	55

Of the 300 children, 139 had seen the ocean. Wright High School had the largest number, and Merry Point School had no child who had seen the ocean. 46% of the children had seen the ocean.

Table XXVI shows the number of children who had seen a mountain.

TABLE XXVI

NUMBER WHO HAD SEEN A MOUNTAIN

	Mt. J.	Norris	M.Point	New Lan.	Nutts.	Wright E.	Wright H.
Boys	1	4	1	0	1	10	17
Girls	1	5	0	0	1	11	24
Total	2	9	1	0	2	21	41

Of the 300 children, 76 had seen a mountain. Wright High School had the greatest number, and Lancaster School had no child who had seen a mountain. 25% of the children had seen a mountain.

Table XXVII shows the total travel experience of the children analyzed according to grades.

TABLE XXVII

TOTAL EXPERIENCE BY GRADES

Grade	4	5	6	7	8	9	10	11
Own								
Boat	27	23	15	11	7	16	10	11
Auto	19	21	14	21	13	14	9	10
Truck	17	22	12	11	3	3	1	0
Seen								
Ocean	16	26	22	20	15	12	18	10
Mountain	10	3	11	11	10	8	17	6
Traveled by								
Bus	49	57	39	29	27	33	23	23
Airplane	5	3	1	6	2	1	1	1
Train	14	13	8	13	14	16	7	7
Street Car	27	33	25	20	20	30	22	21
Subway	8	7	5	14	5	11	9	8
Auto	51	60	40	33	27	35	23	23
Steamer	9	10	10	11	2	7	4	7
Gas Boat	29	30	24	20	22	26	14	19
Visited								
Richmond	30	36	12	18	21	30	21	20
Williamsburg	3	6	5	5	2	10	8	7
Out of Va.	26	34	27	20	24	30	20	23
N. Y. Fair	4	2	3	2	8	4	2	0
D. C.	6	8	6	13	13	23	9	9
Movies	48	57	42	33	27	35	23	23
Talked to Foreign Child	7	16	16	13	8	9	5	5

The third division of the questionnaire endeavored to find out how far the children had traveled and what their travel interests were. The answers given to these questions gave only enough information to suggest the extent of travel and travel interests. Among the places visited were:

TABLE XXVII

TOTAL REFERENCE BY GRADES

Grade	4	5	6	7	8	9	10	11
Cars								
Boat	27	23	15	11	17	16	10	11
Auto	19	21	14	21	13	14	9	10
Truck	17	22	12	11	3	3	1	0
Seas								
Ocean	16	26	22	20	15	12	18	10
Mountain	10	7	11	11	10	3	17	6
Traveled by								
Bus	49	57	39	29	27	23	23	23
Airplane	3	3	4	0	2	1	1	1
Train	11	13	8	13	12	10	7	7
Street Car	27	33	25	20	20	30	22	21
Subway	8	7	3	14	5	11	9	3
Auto	51	60	40	32	27	25	23	23
Steamer	9	10	10	11	2	7	4	7
Sea Boat	29	30	24	20	22	26	14	19
Visited								
Maryland	30	36	12	16	21	30	21	20
Williamsburg	3	6	3	3	2	10	8	7
Out of Va.	26	34	27	20	24	30	20	23
N. Y. Fair	4	2	3	2	3	4	2	0
D. C.	8	8	6	13	13	23	9	9
Navies	43	37	42	32	27	35	23	23
Talked to								
Foreign Child	7	10	16	15	8	9	5	5

1. Nurnberg, Germany, by one boy in the 11th grade.
2. Boston, Massachusetts.
3. New York City.
4. New Jersey.
5. Columbus, Ohio.
6. Baltimore, Maryland.
7. Among the interests listed by the children were:

1. Subways.
2. Skyscrapers.
3. Statue of Liberty.
4. Scenery.
5. Bus and train rides.
6. Movies.
7. Old buildings, statues, historic streets in Boston.
8. Freedom from segregation.
9. The boy who had visited Germany listed the scenery and the suspense of war happenings.

Thus the analysis of the data shows that:

1. Vehicle Ownership.
   a. 41% of families owned cars.
   b. 40% of families owned boats.
   c. 23% of families owned trucks.
2. Public Conveyances Travel Experience by children.
   a. 97% had traveled by automobile.
   b. 93% had traveled by bus.
   c. 66% had traveled by street car.

d. 61% had traveled by gasoline boat.

e. 31% had traveled by train.

f. 23% had traveled by subway.

g. 19% had traveled by steamer.

h. 7% had traveled by airplane.

3. Places visited by the children.

a. 96% had visited the movies.

b. 68% had visited out of the state of Virginia.

c. 63% had visited Richmond, Virginia.

d. 46% had seen the ocean.

e. 29% had visited Washington, D. C.

f. 26% had talked to a foreign child.

g. 25% had seen a mountain.

h. 15% had visited Williamsburg, Virginia.

i. 9% had visited the New York World's Fair.

Thus, the data show that the greatest number of families owned cars, the greatest percentage of children had traveled by automobile, and the greatest number had visited the movies.

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CHAPTER IV

SUMMARY AND CONCLUSIONS

The travel experiences and interests of the Negro children of Lancaster County, Virginia, were surveyed by administering a questionnaire. A summary of the analysis of the data shows:

1. Vehicles are not owned in large numbers by the people of Lancaster.
2. The people are very dependent upon public means of transportation.
3. The children have not traveled in the south and west.
4. There has been very limited airplane travel.
5. There is very little realistic knowledge of oceans and mountains.
6. The children have been aware of their surroundings while traveling.
7. Wide use is being made of the opportunity to attend the movies.

The following conclusions may be made:

1. More travel should be encouraged in Lancaster County.
2. Teachers should use the persons who have traveled to tell of their experiences in the classroom.
3. The social studies should include descriptions of interesting places so that the desire to travel may be motivated.

4. An appreciation of the values of travel should be taught.
5. Children should be encouraged to see as many different historic and interesting places as are available, when traveling.
6. Excursions and trips should be planned.

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